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AUTHOR Morse, John B.
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ABSTRACT

This document consists of a paper and related booklet describing the development of a multicultural studies program in Omaha (Nebraska) high schools. A high school teacher describes how he came to develop Omaha's multicultural education program. In the early 1960s, the realization that history textbooks contained little of the Black experience, coupled with a 35% Black enrollment in his school, led him to incorporate Black history into his American history course and to develop a separate African American history course. Ethnic studies and Chicano studies courses were added by the late 1970s. A 1982 needs assessment showing poor self-image among American Indian students and misconceptions about Indians among non-Indian students led to the development of an American Indian studies course. This process was supported by a committee of Indian parents and students. Recently the school added an Asian American studies course, which aims to improve student understanding of the history and culture of Pacific Rim countries. The booklet contains: (1) procedures for a high school teacher to develop a multicultural curriculum; (2) lists of concepts or topics covered in Benson High School's courses in introductory multicultural studies, African American history, and Hispanic American studies; (3) brief descriptions of the objectives and modules of courses in American Indian studies and Asian American studies; (4) examples of activities and teaching methods; and (5) a list of Asian American studies resources. Not included here are a "module book" and a "study guide" of 276 pages. (SV)

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THE HISTORICAL DEVELOPMENT OF A CURRICULUM FOR TEACHING MULTICULTURAL STUDIES IN A SENIOR HIGH SCHOOL

BY

JOHN B. MORSE

OMAHA PUBLIC SCHOOLS

RC018673

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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In order for me to start at the very beginning of my teaching career, I will have to go back to 1958 when I began teaching at Omaha Technical High school after completing my service obligation in the United States Army.

As I began my teaching career in American History, I discovered that the text and materials required by my district failed to provide adequate history of the African American in the United States.During my first years of teaching I felt very uncomfortable because thirty-five percent of my students were African Americans, yet the textbook adopted included very little of their history.

My undergraduate program did not prepare me to meet this task; so I began to visit libraries, museums, and attend special conferences, workshops and seminars locally and throughout the United States. As the per centage of Black students in my high school increased the demand for a separate African American history course came into being. So at this time I continued to incorporate the Black experience into my American History course and I also developed a one semester elective Black History course. I have continued to expand my knowledge of the history of the African Americans for the past thirty years. Recently I revised my individualized, one -semester African American History course. I feel that it is important to continually add new dimensions to this course in a high school that contains over thirty per cent of students of African descent.

After developing my African American curriculum, I had made up my mind that over the rest of my teaching career that I needed to develop curriculum for separate Multicultural Studies, Chicano Studies, Native American Studies and Asian American Studies courses as the need arose. I chose this order of development according to the per centage of each cultural group in the total population in the United States. In 1975, I completed a Master of Science Education degree with a concentration in American History and Multicultural Studies at the University of Nebraska at Omaha.

In the mid 1970's the federal court ordered the Omaha Public Schools to desegregate and at this time I was asked to develop an elective Ethnic Studies course which included all four of the major ethnic groups. I developed this curriculum and eventually almost all tenth graders at Technical High were required to take this one semester course. From 1976 to 1984, when the school closed, I had 125 students enrolled each semester. I continued to teach Black Studies as a separate elective course.

As the head sponsor of the Technical High School Cultural Studies Club from 1971-1984, I sponsored culturally oriented educational trips for over three-hundred students to ten major cities throughout the United States. These students were from all ethnic backgrounds. Most of the sites visited were edifices and monuments erected by generations of their ancestors in memory of what they had accomplished.

In 1978, a workshop was held at Technical High School covering the Chicano experience in American History. I felt that it was so successful and well done by Rita Melgares, that I was able to convince the Omaha Public Schools to obtain the workshop leader to develop a separate elective Chicano Studies course to offer at our school.

By 1979, our school offered complete individualized one semester courses in Black History, Ethnic Studies and Chicano Studies.

By 1980, I had a considerable number of Indian students in my classes and I felt it was time for a separate American Indian studies course. As I found out later, this was easy to want, but very difficult to accomplish. I was informed by the Omaha Public School District that I would need to work very closely with the Omaha Indian community in order to complete this task. It was suggested that I make a presentation before the Parent-Student Indian Education Committee. I made this presentation and waited to hear from the committee. After waiting for some time I called the project director of this committee to find out what the delay was in giving me an answer. I was not given an answer, but was asked to become a member of the committee as an educator representing the Omaha Public Secondary schools. Shortly after I became a member a new project director came on the scene. Later I found out that the committee and the previous director could not agree on what the American Indian Studies course should consist of.

Before a serious effort was going to come about one more change had to take place. The committee requested and received a new Title IV L.E.A. or adminstrative advisor from the Omaha Public Schools. The committee now felt they had a team that could develop an American Indian Studies course the community would accept.

In Omaha Nebraska , a 1982 assessment of the needs of the districts over 500 Indian students confirmed what I believed was needed since 1980.

It turned up need for improved students self image and identity as Indians and also to help eliminate non-Indian misconceptions about American Indians. With the support of the Parent-Student Education Committee and the Omaha Public Schools Title IV- JOM program I began the process of developing the American Indian studies course. The committee team felt that we needed to obtain the services of an outside knowledgeable consultant to provide me with a bibliography of materials and concepts we should use to develop curriculum for the course. It was decided by the committee that we should include the Nebraska tribes of the Omaha, Winnebago and the Santee Sioux.
I then proceeded to utilize the following curriculum design: Course Overview, Modules, Objective-Tasks, Goals, Materials and Tests.
The course consisted of different levels of the thought processes such as: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.
After about one year of developmental work, the Native American Studies course was offered at Technical High School in 1983. When Technical High School was closed in 1984, I was transferred to Benson High School where I have continued to teach my Multicultural Studies Program at Benson High School to this day.
During the past six years I have been fortunate enough to receive two fellowships: one from the D'Arcy McNickle Center for the History of the American Indian at the Newberry Library in Chicago and another one for the Independent Study in the Humanities funded by the National Endowment for the Humanities in Washington, D.C. These fellowships permitted me to spend two summers at the finest library in the United States on Indian History. I also was given grants to attend Indian Educators Curriculum Development workshops in Oklahoma City and Seattle sponsored by Oklahoma University. The lessons I developed from these were incorporated into my course.
I feel the two best experiences I have had to date with this course involves two Honor Roll students.(one Indian and one non-Indian) that completed this course at Benson High School in 1985. One young lady, a Santee Sioux Indian, was not proud of being an Indian when she enrolled in this course, but was proud when she left it. She had been taught in her early years of schooling a lot misconceptions about Indians that had kept her from being proud to be Indian. Since Debbie has graduated , she has married and entered college.
The second young lady a non-Indian related to me how she was a

camp leader of a group of youngsters over in Iowa and while the group was out in the field they came upon the remains of a sweat lodge. The youngsters asked her what it was and she was able to explain the construction and purpose of the sweat lodge to them. From then on she became a very important person to the youngsters.

I am presently teaching in a high school and community that includes the highest percentage of Pacific Rim refugees in Omaha. Our high school also offers English as a second language courses and an E.S.L. Club, which I co-sponsor.The environment in our high school and community was in vital need of insights that create cooperation and a better understanding of the Pacific Rim's history and ideas. To meet this need, I utilized my many years of innovative curriculum ideas and teaching methods to develop an Individualized Asian American Studies course for my high school's ethnic studies program. The Individualized Asian American Studies Course was designed to increase student's awareness of the Asian American's past, present and future contributions to American society and is being continued at Benson High to this day.

It is my hope that students completing this course of study will travel throughout the world armed with knowledge that will help them better understand the historical and contemporary developments of the Pacific Rim in America.

In 1991 I was fortunate to win a $5,000 award from the Peter Kiewit Foundation for the curriculum development of this course of study. After the students have completed Introduction to Ethnic Studies, they may enroll in Advanced Ethnic Studies. To fulfill the requirements of this course, they may select to spend a semester on any of the following four courses in the program: African American History, Chicano Studies, American Indian Studies or Asian American Studies. Following is a conceptual outline of these five courses of study:

References:

Banks, J.A. (1975,1991) Teaching Strategies for Ethnic Studies. Boston: Allyn & Bacon.

Evans, Sara M. (1989) Born for Liberty. New York: The Free Press, A Division of Macmillan, Inc.

INTRODUCTION TO MULTICULTURAL STUDIES
Modules (Concepts)

1. Cultural literacy
2. Group and intergroup relations
3. Prejudice
4. Stereotyping and scapegoating
5. Culture
6. Racial groups
7. Racism
8. Ethnic groups
9. Conflict
10. Enrichments
11. Capitalism
12. Power
13. Self-concept
14. Geographical region

INTRODUCTION TO MULTICULTURAL STUDIES

Demonstrate an understanding of the concepts of prejudice, stereotyping, scapegoating, and discrimination.

Through the study of:

-- Origins of prejudice
-- Effects and consequences of prejudice
-- Definitions of stereotype
-- Examples of stereotypes
-- Definitions of scapegoating
-- Descriptions of groups used as scapegoats in history
-- Understanding scapegoating as to motive, types, & tactics

Recognize and analyze culture, racial groups, racism and ethnic groups.

Through the study of:

-- Understanding the concept of culture
-- Origins of racial groups
-- Comparisons between race and culture
-- Racism in American Society
-- Examples of racism
-- Immigration patterns-ethnic diversity
-- Significance of ethnic variation
-- Ethnic group-minority group

Examine the development of conflict between various racial ethnic groups.

Through the study of:

-- Slave revolts of Nat Turner, Gabriel Prosser and Denmark Vesey.
-- Black racial confrontations in early 1900's.
-- Causes, issues, results of the zoot-suit riots of 1943
-- Indian ghost-dance craze and massacre at Wounded Knee (1890).
-- Anti-Chinese activities in California in 1800's.

Recognize the contributions and enrichments of multiculture groups in the United States.

Through the study of:

-- American Indians in agriculture, government, religion, trade, economics, arts and crafts.
-- Literary works of African-Americans during the Harlem Renaissance.
-- Chinese laborers in completion of the transcontinental railroad in 1869.
-- Japanese immigrants in agriculture on the West coast.
-- Chicano contributions during the period of World War II.

Analyze how capitalism leaves powerless groups unable to compete equally for jobs and rewards.

Through the study of:

-- Tactics used by California growers to stifle Mexican-Americans Unions in 1920's-1930's.
-- Effects of Dawes Act on the Native-Americans.
-- Steps in the development of the sharecropping system in the South.
-- Blacks working without wages during slavery.
-- Puerto Rican complaints against contract farm worker programs.

Appreciate and understand the power of groups working together to influence the public policy and bring about social change.

-- Accomplishments of Young Lord Organization. (YLO)
-- Red Guard Party in Chinatowns.
-- Four Horsemen: Chevez, Gonzales, Gutierrez and Tijerina.
-- African-American organizations: NAACP, CORE, Urban League,

SCLC and SNCC.
-- American Indian movement (AIM) and National Congress of American Indians. (NCAI)

AFRICAN-AMERICAN HISTORY

AFRICAN PAST
BEFORE THE MAYFLOWER
AMERICAN REVOLUTION
BEHIND THE COTTON CURTAIN
SLAVE REVOLTS-INSURRECTIONS
GENERATION OF CRISIS
CIVIL WAR
DIXIE BLACK POWER
BIRTH OF JIM CROW
MISCEGENATION
B.T. WASHINGTON-M.L. KING, JR.
THE BITTER HARVEST

CHICANO STUDIES

CULTURE AND PEOPLE
ETHNOHISTORY
SOCIOLOGY
BARRIO
LA FAMILIA
LA CHICANA
EDUCATION
LA CURANDERA
MIGRANTS
ARTS AND DRAMA
EL MOVIMIENTO
LEADERSHIP

(CURRENT PROJECT)

AMERICAN WOMEN'S HISTORY

THE FIRST AMERICAN WOMEN
THE WOMEN WHO CAME TO NORTH AMERICA 1607-1770
THE REVOLUTIONARY ERA
THE AGE OF ASSOCIATION; 1820-1845
A TIME OF DIVISION: 1845-1865
"MATERNAL COMMONWEALTH" IN THE GILDED AGE:1865-1890
WOMEN AND MODERNITY: 1890-1920
FLAPPERS, FREUDIANS, AND ALL THAT JAZZ
SURVIVING THE GREAT DEPRESSION
WOMEN AT WAR: THE 1940'S
THE COLD WAR AND THE "FEMININE MYSTIQUE"
DECADE OF DISCOVERY: "THE PERSONAL IS POLITICAL"
THE POLITICIZATION OF PERSONAL LIFE: WOMEN VERSUS WOMEN

CURRICULUM PROGRAM: AMERICAN INDIAN STUDIES

Following is a brief description of the modules and objectives that are contained in the course. The course consists of a Module Book (including many activities and strategies) and a Study Guide of 276 pages.

MODULE 1 GENERAL INDIAN HISTORY

Objectives:
A. Locate and list tribes of Nebraska
B. Trace geographically the routes early tribes used to come to the Americas.
C. Explain the impact the Indian has had on the development of America politically, socially and culturally.

MODULE 2 HISTORY AND TRADITIONAL LIFESTYLE OF LOCAL TRIBES

Objectives:
A. Discuss the historical background of the Sioux in America.
B. Explain the various components of Santee Sioux lifestyles.
C. Discuss the historical background of the Omaha in America.
D. Compare and contrast lifestyles of the Omaha to those of other tribes.
E. Gain knowledge of the early history of the Winnebagos and their contact with various people.

MODULE 3 INDIAN WARS AND INJUSTICES

Objectives:
A. Compare and contrast a series of selected Sioux Indian Wars in America.
B. List the specific events that led to Standing Bear's victory in his case against Crook.
C. Analyze events that led to the removal of the Winnebago from their cherished homeland.
D. Analyze and describe the principles of warfare in the Omaha Tribe.
E. Analyze the results of Indian protests.

MODULE 4 INDIAN RELIGION

Objectives:
A. Analyze the significance of native ceremonies of the American Indian to religious beliefs still held today.
B. Describe the impact Christianity had on Indian religions.
C. Analyze the impact government policy and actions had on Santee Sioux life between 1934-1965.
D. Compare and contrast Indian leaders reaction to acculturation.

MODULE 5 INDIANS 1890-1970

Objectives:
A. Identify the most serious abuses that occurred in regard to the administration of Indian affairs by Washington between 1980-1920.
B. Evaluate the impact on the American Indian by events that occurred from Wounded Knee to Wounded Knee.
C. Analyze the impact government policy and actions had on Santee Sioux life between 1934-1965.
D. Compare and contrast Indian leaders reaction to acculturation.

MODULE 6 THE INDIAN TODAY: CULTURE AND VALUES

Objectives:
A. Demonstrate a basic understanding of the Indian value system that consists of God, Myself, Fellow Man and the World.
B. Demonstrate a basic understanding of five important actions that Indian people preferred and admired the most.
C. Describe how the American Indian is possessed of a vision that is unique and a perception of the human condition that distinguished him as a man and a race.
D. Separate much of the misinformation and misunderstanding about the image of the granite-faced grunting redskin that has been perpetuated by American mythology.
E. Describe the main elements of the Winnebago and Omaha Reservations.

MODULE 7 THE INDIAN TODAY: CONCERNS AND PROTESTS

Objectives:
A. Evaluate topic in Our Brothers Keeper.
B. Define or identify important terms to understanding Indian leadership today.
C. Describe the survival of Indian identity today.
D. Evaluate the results as to success or failure of a series of protest documents.
E. Evaluate chapters from The Road to Wounded Knee.
F. Recognize the importance of Wounded Knee 1973 to the American Indian from Voices From Wounded Knee 1973.
G. Evaluate the effectiveness of Indian Education in America.

MODULE 8 FAMOUS INDIANS

Objectives:
A. Apply the six factors that help decide the greatness of an Indian man to Sitting Bull and Spotted Tail.
B. Evaluate the role of the Indian woman in our contemporary society.
C. Select three contemporary American Indian leaders and describe their many outstanding achievements.
D. Outline the success of American Indians from a series of biographies.

MODULE 9 INDIAN LITERATURE

Objectives:
A. Analyze the origin and purpose of a series of Lakota Legends.
B. Illustrate the potential significance of Omaha stories to contemporary times.
C. Analyze the meaning of a series of teton-Dakota tales.
D. Develop an understanding for American Indian literature from a series of American Indian Stories.
E. Separate the correct information from the misinformation which surrounds American Indian mythology.
F. Separate the misinformation about the American Indians degree of statesmanship and oratorical ability.

MODULE 10 INDIAN ART AND MUSIC

Objectives:
A. Acquire knowledge from Lakota songs and dances considered to be a cross section of a beautiful and living musical tradition.
B. Identify and discuss the theories and beliefs of Indian artists.
C. List characteristics of Winnebago art from art slides.
D. List characteristics of Omaha music.
E. List and describe the subject of each song from the tape Inspirada Americana.
F. Locate the event described in a series of songs and chants on tapes.

EXAMPLE OF ACTIVITIES AND STRATEGIES USED IN MODULE 10, OBJECTIVE 4

Objective: On request, the student will list characteristics of Omaha music.

1. Read: The Omaha Tribe, Vol. II, by Alice Fletcher and Francis LaFlesche, pp. 371-401.
2. Using Task #1, answer the following questions:
   a. What is the most important musical instrument?
   b. What is a marked characteristic of Indian music?
   c. In the WaWa Ceremony, what does the colors blue, red and green represent?
   d. When does the WaWa Ceremony come to an end?
3. View Slides: The Omaha Tribe War Dance, June 30, 1979, Macy Nebraska, (Nebr. Curr. Dev. Center)
4. List the names of five dancers pictured in the Omaha Tribe War dance. Use Task #3.
5. Listen to the tape: 19 Songs of the Omaha.

EXAMPLE OF ACTIVITIES AND STRATEGIES USED IN MODULE 6, OBJECTIVE 1

Objective: The student will demonstrate a basic understanding of the Indian value system that consists of God, Myself, Fellow Man and the World.

1. Read: Modern Indian Psychology by Bryde, pp. 2-25
2. Give an indian meaning of the following four objects: (use Task #1)
   a. God b. Myself c. Fellow Man D. the World
3. Using page 10, construct a chart comparing the ideas and values of Indians to other non-Indians concerning the four most important objects.
4. Read: Modern Indian Psychology by Bryde, pp. 26-38
   a. Describe bravery: Old Time Indian, Modern Indian (use Task #4)
5. In a group of no less than five discuss and record in writing the general traditional value system of the American Indian to the present values of the student and the importance of recognizing the validity of both. The conflicts between each value system should be included in the discussion. (Use objectives 1-7)

MODULE 10 SUPPLEMENTAL ACTIVITY 1

PHIL WHITE HAWK: CONTEMPORARY CHEROKEE MUSICIAN

Concept: Travel and interesting life experiences often are a source of inspiration for musicians, writers, and artists.

Presentation:

Phil White Hawk, a Cherokee Indian, was born in Joplin, Missouri, and raised on some twenty reservations throughout the West and the Southwest. The combination of moving a lot and experiencing many cultures and communities have contributed greatly to the development of his broad overview of traditional American Indian thought and culture.

Phil White Hawk has written some 240 songs, three complete three-hour musicals, and two cantatas for multiple voices. It was in Nebraska, while living on a buffalo ranch, that he wrote his famous "Inspirada American." This composition includes the following songs:

a. Sacred Pipe and Tipi Legend of the Oglala
b. Vision Seeking
c. Cibola (one word song)
d. Big Medicine (White Buffalo)
e. Mountain Men
f. Ending of the Buffalo
g. White Settlers
h. Remembering the Past
i. Isolated Family
j. Grandfather Spirit
k. Part of America Days
l. Hold on Together
m. All Life is a Miracle
n. Patriotic Song: American Indian Style

APPLICATION

Activities:
1. Listen to the complete tape of Phil White Hawk's "Inspirada Americana."
2. As you listen, write down the subject of each song.
3. As a class, discuss the following questions: How is music used today? Are there times when music accompanies another activity? Is music functional?
4. Do some research to learn more about Phil White Hawk and other Indian composers.

Personalization:
1. Draw a picture of sketch depicting, as you see it, one of the subject found in Phil White Hawk's songs.
2. Who introduced you to music? What was the nature of this introduction? Do you perform music? Enjoy music? What type (s) of music do you like?

CURRICULUM PROGRAM: ASIAN AMERICAN STUDIES

Following is a brief description of the modules and objectives that are contained in the course.

MODULE 1	Immigration & Migration (3 weeks)
MODULE 2	Historical Bias, Prejudice and Discrimination (2 weeks)
MODULE 3	Culture & Family (3 weeks)
MODULE 4	Self-Concept (3 weeks)
MODULE 5	Economic Exploitation (3 weeks)
MODULE 6	Achievements (2 weeks)
MODULE 7	Cultural Assimilation (2 weeks)

The recording of materials used in the course include the title, author, objective numbers, publisher, copyright and media. Some resource material is found in a study guide that accompanies the module book for the course. Test questions are written to include each module and objective. Test questions vary in nature and difficulty throughout the course.

The following are examples of objectives contained in the modules.

MODULE 1

OBJECTIVE 2 — On request, the student will describe the conditions in China and the United States that drew thousands of Chinese across the ocean to America in the 19th Century.

OBJECTIVE 4 — Given selected materials, the student will recognize the Indochinese refugees as individuals and groups who left their homelands to settle in America in order to escape expulsion or persecution that results from political changes.

MODULE 2

OBJECTIVE 2 — Given selected readings the student will analyze the wartime evacuation of Japanese Americans.

OBJECTIVE 5 — On request, the student will relate the mixed reactions Americans gave to the Indochinese refugees as they started settling in the United States.

MODULE 3

OBJECTIVE 2 — On request, the student will differentiate between the cultures of the Chinese and mainstreamed Americans in the 1800's.

OBJECTIVE 3 — Given a selected reading, the student will demonstrate a basic understanding of the current Japanese family and community in the United States.

MODULE 4

OBJECTIVE 5 — On request, the student will relate why the early Filipino could not establish highly cohesive communities in the United States.

OBJECTIVE 7 — Given selected readings, the student will interpret the reasons why some Indochinese resented the emphasis on assimilation in the refugee camps.

MODULE 5

OBJECTIVE 4 — On request, the student will question why whites on the West Coast halted the Chinese labor movement and then encouraged the development of Japanese laborers.

OBJECTIVE 6 — The student will demonstrate a basic understanding of the anti-Asian movement led by organized labor and patriotic organizations such as the A.F. of L. and the Native Sons of the Golden West.

MODULE 6

OBJECTIVE 2 — The student will recognize the Japanese Americans' success in many fields of endeavor on the West Coast and Omaha.

OBJECTIVE 5 — Given selected readings, the student will recognize the contributions by Filipino and Indochinese Americans to the United States.

MODULE 7

OBJECTIVE 1 — On request, the student will analyze the process by which the Chinese American acquired the cultural traits of mainstream America.

OBJECTIVE 5 — Given selected readings, the student will assess the success of Indochinese refugee camps in the United States.

I would now like to present a few of the strategies and research topics used to achieve the course objectives:

CHINATOWN — Chinatowns are a well-known feature of large American cities. However, Omaha also once had a "Chinatown," though modest in size. Have students do documentary research on its history, make-up, activities, and personnel. Draw a map of where it was. Consider what elements of this ethnic community as a "town" still remain. Compare this with Chinatowns of other American cities.

THE JAPANESE COMMUNITY IN NEBRASKA'S PANHANDLE It may come as a surprise to some, but there was (and still is) a Japanese American community in Nebraska's panhandle. Do a historical study of it, examining its origins, composition, activities and present-day status. One of its most nationally famous members was Ben Kuroki of Hershey. Why is (or was) he well known? What were the patterns of assimilation of this group?

On request, the student will construct a data retrieval chart on Asian American immigrants using the following information:

1. Using information from objectives 1, 2 and 3 complete the data retrieval chart listed in task #2.
2. Table 12-1. Data retrieval chart on Asian-American immigrants.

	Chinese immigrants	Japanese immigrants	Filipino immigrants
Economic situation in homeland when immigration began			
Political situation in homeland when immigration began			
Social conditions in homeland when immigration began			
Labor needs on U.S. mainland when immigration began			

Compare the experiences in the United States found between second and third generation Chinese or Japanese and the recently arrived Indochinese refugees.

Interview a Filipino American on the processes they went through in adjusting to American life. (ex. Mrs. Myrna Lierz-Benson teacher)

Pretend you are a Chinese laborer working on the transcontinental railroad and write a diary of your experiences. (two weeks)

At the conclusion of modules 1, 3, 5, 7 the following small group discussion questions are assigned:

MODULE 1 In a group of no less than three, discuss and record in writing the overall reasons why Asian Americans have immigrated to the United States. The reasons for each group should be compared and contrasted. (objectives 1-7)

MODULE 3 In a group of no less than three, discuss and record in writing the contrasting cultures examined in Mod 3. Family, religion, language and values should be included in your discussion. (objectives 1-8)

MODULE 5 In a group of three or more, discuss and record how each Asian group fared in the job market on its arrival in the U.S. Include in your discussion specific examples and a determination as to which group fared the best. (objectives 1 - 7)

MODULE 7 In a group of no less than three, discuss and record in writing the various ways in which Asian Americans have assimilated into America's mainstream. Specific successes and failures should be included in your discussions. (objectives 1-6)

The following goals guide instruction in the Individualized Asian American Studies Course:

GOAL 1 To help students appreciate the historical perspective of Asians on the American continent.

GOAL 2 To help students in today's America understand the Asians' role and difficulties in American History and how they have contributed to our culture and institutions.

GOAL 3 To explain the components of the Asians' experience and life.

GOAL 4 To show that the Asians' part in our history must be seen in the context of a larger picture of American growth and problems.

GOAL 5 To help deepen the student's understanding of the social sciences.

Name _____ Hour _____

THE REQUIREMENTS FOR ONE CREDIT IN ADVANCED ETHNIC STUDIES
(SELECT ONE COURSE OF STUDY)

AMERICAN INDIAN STUDIES OR AFRICAN AMERICAN STUDIES

MODULE	DUE DATE
1	1-31-92
2	2-14-92
3	2-28-92
4	3-13-92
5	4-2-92
6	4-20-92
7	4-29-92
8	5-11-92
9	5-22-92
10	6-3-92

CHICANO STUDIES

MODULE	DUE DATE
1	1-31-92
2	2-11-92
3	2-21-92
4	3-6-92
5	3-18-92
6	4-3-92
7	4-20-92
8	4-30-92
9	5-8-92
10	5-15-92
11	5-22-92
12	6-3-92

ASIAN AMERICAN STUDIES

MODULE	DUE DATE
1	2-7-92
2	2-21-92
3	3-16-92
4	4-10-92
5	4-30-92
6	5-18-92
7	6-3-92

MR. MORSE ROOM 219

MULTICULTURAL STUDIES

ASIAN AMERICAN

BLACK AMERICAN

AMERICAN INDIAN

HISPANIC AMERICAN

Prepared by

OMAHA PUBLIC SCHOOLS

JOHN MORSE - BENSON
5120 MAPLE STREET
OMAHA, NE 68104
554-6600

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ETHNIC STUDIES

Advanced Studies

Fields of study recommended for

1. social work.
2. teachers.
3. mass communications - radio - TV.
4. doctors.
   lawyers.
   dentists.
5. any field that comes into contact with multi-cultural groups daily.
6. students interested in more information on their own background.

Omaha Public Schools
Benson High School

OMAHA PUBLIC SCHOOLS

MULTICULTURAL STUDIES
Modules (Concepts)

1. Cultural literacy
2. Group and intergroup relations
3. Prejudice
4. Stereotyping and scapegoating
5. Culture
6. Racial groups
7. Racism
8. Ethnic groups
9. The development of conflict between various racial and ethnic groups
10. The contributions and enrichments of cultural groups in America
11. The effect of Capitalism on powerless groups unable to compete equally for jobs and rewards
12. The power of groups working together influences public policy and brings social change
13. Self-concept influences an individual's perceptions of the world and affects his behavior
14. A geographical region is in its own way unique

A CURRICULUM DESIGN
FOR A SEMESTER SENIOR HIGH MULTICULTURE COURSE

Objective: To provide a senior high school teacher with a multiculture curriculum that includes American of African, Indian, Hispanic and Asian backgrounds.

Procedures: Step 1

Design your course so that it includes the following units or concepts depending on the length of the course you desire: Cultural Literacy, Group and Intergroup Relations, Stereotyping and Scapegoating, Culture, Racial Groups, Racism, Ethnic Groups, Conflict, Contributions and Enrichments, Capitalism, Power, self-Concept and Geographical Region.

Step 2

Your design should include the following: Concepts, Goals, Objectives, Tasks, Resource materials and Evaluations..

Step 3

The objectives should contain different levels of the thought processes such as: knowledge, comprehension, application, analysis, synthesis and evaluation.

Step 4

The following is a brief description of how the unit or concept Conflict can be designed:

The Development of Conflict Between Various Racial and Ethnic Groups.

Objectives:

a. On request, the student will list the causes, issues and results of the Zoot-Suit Riots of 1943.
b. The student will analyze the relationship between the Indian ghost-dance craze and the Massacre at Wounded Knee. (1890)
c. The student will list and describe examples of anti-Chinese activities that occurred in California in the 1800's.
d. On request, the student will compare and contrast the slave revolts of Nat Turner, gabriel Prosser and Denmark Vesey.

STUDENT TASKS OR ASSIGNMENTS FOR OBJECTIVE d.

1. Read From Slavery to Freedom - John Hope Franklin, pp. 159-163.
2. Read Before the Mayflower - Lerone Bennett, Jr., pp. 111-126.
3. Listen to tape: Slave Revolts
4. Make a list of the similarities between the three revolts.
5. Make a list of the differences between the three revolts.
6. Which of the three revolts affected slavery the most and tell why?
7. Make up a ten-question T and F quiz. Use #1, 2, 3.

Outcome: The teacher will design a course that will build a foundation for greater respect of cultural differences and examine major events in American History through the eyes of all cultures.

Bibliography: Teaching Strategies for Ethnic Studies by James A. Banks, Third Edition, Allyn and Bacon, Inc., 1984.

John B. Morse, Benson High School, Omaha, Nebraska 68144

AFRICAN AMERICAN HISTORY

Artist - R. Springeit

ADVANCED ETHNIC STUDIES

Modules (Chapters):

African Past

Before the Mayflower

American Revolution

Behind the Cotton Curtain

Slave Revolts - Insurrections

Generation of Crisis

Civil War

Dixie Black Power

Birth of Jim Crow

Miscegenation

B.T. Washington - M.L. King, Jr.

The Bitter Harvest

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ADVANCED ETHNIC STUDIES

Modules (Chapters):

Culture and People

Ethnohistory

Sociology

Barrio

La Familia

La Chicana

Education

La Curandera

Migrants

Arts and Drama

El Movimiento

Leadership

HISPANIC AMERICAN STUDIES

Artist - Unknown

QUINCY TAHOMA Artist

MODULES:

GENERAL HISTORY

TRADITIONAL LIFESTYLES

WARS AND INJUSTICES

RELIGION

INDIANS 1890-1970

CULTURE AND VALUES

CONCERNS AND PROTESTS

FAMOUS INDIANS

LITERATURE

ART AND MUSIC

AMERICAN INDIAN STUDIES

The Office of Indian Education and the Indian Student-Parent Education Committee of the Omaha Public Schools has sponsored the development of a new American Indian Studies Course and is proud to announce that this one semester/one credit course is presently being offered at Benson High School. This course is open to all students at Benson High who have completed Ethnic Studies, and this course can be used as an elective toward graduation requirements.

If you are interested in taking the American Indian Studies Course, (Advanced Ethnic Studies), please contact any of the following; your Counselor; the Office of Indian Education (554-6207); Mr. Morse (Room 205A-Benson) as soon as possible to sign up.

Curriculum Consultant: Dr. Sandra Fox (Oglala Sioux)

PROJECT DESCRIPTION

In Omaha, Nebraska, a 1982 assessment of the needs of the district's 500 Indian students confirmed what I believed was needed since 1980. It turned up a need to improve students' self-image and identity as Indians and also to help eliminate non-Indian misconceptions about American Indians. With the support of the Indian Parent-Student Education Committee and the Omaha Public Schools Title IV Program, I wrote and have been teaching the American Indian Studies Course for the past two years in the Omaha Public Schools.

Following is a brief description of the modules and objectives that are contained in the course. The course consists of a Module Book (including many activities and strategies) and a Study Guide of 276 pages.

MODULE 1 GENERAL INDIAN HISTORY

Objectives:
A. Locate and list tribes of Nebraska
B. Trace geographically the routes early tribes used to come to the Americas.
C. Explain the impact the Indian has had on the development of America politically, socially and culturally.

MODULE 2 HISTORY AND TRADITIONAL LIFESTYLE OF LOCAL TRIBES

Objectives:
A. Discuss the historical background of the Sioux in America.
B. Explain the various components of Santee Sioux lifestyles.
C. Discuss the historical background of the Omaha in America.
D. Compare and contrast lifestyles of the Omaha to those of other tribes.
E. Gain knowledge of the early history of the Winnebagos and their contact with various people.

MODULE 3 INDIAN WARS AND INJUSTICES

Objectives:
A. Compare and contrast a series of selected Sioux Indian Wars in America.
B. List the specific events that led to Standing Bear's victory in his case against Crook.
C. Analyze events that led to the removal of the Winnebago from their cherished homeland.
D. Analyze and describe the principles of warfare in the Omaha Tribe.
E. Analyze the results of Indian protests.

MODULE 4 INDIAN RELIGION

Objectives:
A. Analyze the significance of native ceremonies of the American Indian to religious beliefs still held today.
B. Describe the impact Christianity had on Indian religions.
C. Analyze the impact government policy and actions had on Santee Sioux life between 1934-1965.
D. Compare and contrast Indian leaders reaction to acculturation.

MODULE 5 INDIANS 1890-1970

Objectives:
A. Identify the most serious abuses that occurred in regard to the administration of Indian affairs by Washington between 1980-1920.
B. Evaluate the impact on the American Indian by events that occurred from Wounded Knee to Wounded Knee.
C. Analyze the impact government policy and actions had on Santee Sioux life between 1934-1965.
D. Compare and contrast Indian leaders reaction to acculturation.

MODULE 6 THE INDIAN TODAY: CULTURE AND VALUES

Objectives:
A. Demonstrate a basic understanding of the Indian value system that consists of God, Myself, Fellow Man and the World.
B. Demonstrate a basic understanding of five important actions that Indian people preferred and admired the most.
C. Describe how the American Indian is possessed of a vision that is unique and a perception of the human condition that distinguished him as a man and a race.
D. Separate much of the misinformation and misunderstanding about the image of the granite-faced grunting redskin that has been perpetuated by American mythology.
E. Describe the main elements of the Winnebago and Omaha Reservations.

MODULE 7 THE INDIAN TODAY: CONCERNS AND PROTESTS

Objectives:
A. Evaluate topic in Our Brothers Keeper.
B. Define or identify important terms to understanding Indian leadership today.
C. Describe the survival of Indian identity today.
D. Evaluate the results as to success or failure of a series of protest documents.
E. Evaluate chapters from The Road to Wounded Knee.
F. Recognize the importance of Wounded Knee 1973 to the American Indian from Voices From Wounded Knee 1973.
G. Evaluate the effectiveness of Indian Education in America.

MODULE 8 FAMOUS INDIANS

Objectives:
A. Apply the six factors that help decide the greatness of an Indian man to Sitting Bull and Spotted Tail.
B. Evaluate the role of the Indian woman in our contemporary society.
C. Select three contemporary American Indian leaders and describe their many outstanding achievements.
D. Outline the success of American Indians from a series of biographies.

MODULE 9 INDIAN LITERATURE

Objectives:
A. Analyze the origin and purpose of a series of Lakota Legends.
B. Illustrate the potential significance of Omaha stories to contemporary times.
C. Analyze the meaning of a series of teton-Dakota tales.
D. Develop an understanding for American Indian literature from a series of American Indian Stories.
E. Separate the correct information from the misinformation which surrounds American Indian mythology.
F. Separate the misinformation about the American Indians degree of statesmanship and oratorical ability.

MODULE 10 INDIAN ART AND MUSIC

Objectives:
A. Acquire knowledge from Lakota songs and dances considered to be a cross section of a beautiful and living musical tradition.
B. Identify and discuss the theories and beliefs of Indian artists.
C. List characteristics of Winnebago art from art slides.
D. List characteristics of Omaha music.
E. List and describe the subject of each song from the tape Inspirada Americana.
F. Locate the event described in a series of songs and chants on tapes.

EXAMPLE OF ACTIVITIES AND STRATEGIES USED IN MODULE 10, OBJECTIVE 4

Objective: On request, the student will list characteristics of Omaha music.

1. Read: The Omaha Tribe, Vol. II, by Alice Fletcher and Francis LaFlesche, pp. 371-401.
2. Using Task #1, answer the following questions:
   a. What is the most important musical instrument?
   b. What is a marked characteristic of Indian music?
   c. In the WaWa Ceremony, what does the colors blue, red and green represent?
   d. When does the WaWa Ceremony come to an end?
3. View Slides: The Omaha Tribe War Dance, June 30, 1979, Macy Nebraska, (Nebr. Curr. Dev. Center)
4. List the names of five dancers pictured in the Omaha Tribe War dance. Use Task #3.
5. Listen to the tape: 19 Songs of the Omaha.

EXAMPLE OF ACTIVITIES AND STRATEGIES USED IN MODULE 6, OBJECTIVE 1

Objective: The student will demonstrate a basic understanding of the Indian value system that consists of God, Myself, Fellow Man and the World.

1. Read: Modern Indian Psychology by Bryde, pp. 2-25
2. Give an indian meaning of the following four objects: (use Task #1)
   a. God b. Myself c. Fellow Man D. the World
3. Using page 10, construct a chart comparing the ideas and values of Indians to other non-Indians concerning the four most important objects.
4. Read: Modern Indian Psychology by Bryde, pp. 26-38
   a. Describe bravery: Old Time Indian, Modern Indian (use Task #4)
5. In a group of no less than five discuss and record in writing the general traditional value system of the American Indian to the present values of the student and the importance of recognizing the validity of both. The conflicts between each value system should be included in the discussion. (Use objectives 1-7)

MODULE 10 SUPPLEMENTAL ACTIVITY 1

PHIL WHITE HAWK: CONTEMPORARY CHEROKEE MUSICIAN

Concept: Travel and interesting life experiences often are a source of inspiration for musicians, writers, and artists.

Presentation:

Phil White Hawk, a Cherokee Indian, was born in Joplin, Missouri, and raised on some twenty reservations throughout the West and the Southwest. The combination of moving a lot and experiencing many cultures and communities have contributed greatly to the development of his broad overview of traditional American Indian thought and culture.

Phil White Hawk has written some 240 songs, three complete three-hour musicals, and two cantatas for multiple voices. It was in Nebraska, while living on a buffalo ranch, that he wrote his famous "Inspirada American." This composition includes the following songs:

a. Sacred Pipe and Tipi Legend of the Oglala
b. Vision Seeking
c. Cibola (one word song)
d. Big Medicine (White Buffalo)
e. Mountain Men
f. Ending of the Buffalo
g. White Settlers
h. Remembering the Past
i. Isolated Family
j. Grandfather Spirit
k. Part of America Days
l. Hold on Together
m. All Life is a Miracle
n. Patriotic Song: American Indian Style

APPLICATION

Activities:
1. Listen to the complete tape of Phil White Hawk's "Inspirada Americana."
2. As you listen, write down the subject of each song.
3. As a class, discuss the following questions: How is music used today? Are there times when music accompanies another activity? Is music functional?
4. Do some research to learn more about Phil White Hawk and other Indian composers.

Personalization:
1. Draw a picture of sketch depicting, as you see it, one of the subject found in Phil White Hawk's songs.
2. Who introduced you to music? What was the nature of this introduction? Do you perform music? Enjoy music? What type (s) of music do you like?

ADVANCED ETHNIC STUDIES

Modules (Chapters):

Immigration-Migration

Historical Bias

Culture-Family

Self-Concept

Economic Exploitation

Achievements

Cultural Assimilation

ASIAN AMERICAN STUDIES

Artist - Suzuki Harunobu

CURRICULUM PROGRAM

I have been a teacher of ethnic studies for the past thirty years and have continually provided educational materials that include all ethnic groups. I am presently teaching in a high school and community that includes the highest percentage of Pacific Rim refugees in Omaha. Our high school also offers English as a second language courses and an E.S.L. Club, which I co-sponsor.

The environment in our high school and community was in vital need of insights that create cooperation and a better understanding of the Pacific Rim's history and ideas. To meet this need, I utilized my many years of innovative curriculum ideas and teaching methods to develop an Individualized Asian American Studies Course for my high school's ethnic studies program.

The Individualized Asian American Studies course was designed to increase students' awareness of the Asian American's past, present and future contributions to American society and will be continued at Benson High in future years.

Following is a brief description of the modules and objectives that are contained in the course.

MODULE 1 Immigration & Migration (3 weeks)
MODULE 2 Historical Bias, Prejudice and Discrimination (2 weeks)
MODULE 3 Culture & Family (3 weeks)
MODULE 4 Self-Concept (3 weeks)
MODULE 5 Economic Exploitation (3 weeks)
MODULE 6 Achievements (2 weeks)
MODULE 7 Cultural Assimilation (2 weeks)

The objectives contain different levels of the thought processes such as: knowledge, comprehension, application, analysis, synthesis and evaluation. I utilized many community resources that relate to the Pacific Rim's impact on our community.

The following are examples of objectives contained in the modules.

MODULE 1

OBJECTIVE 2 — On request, the student will describe the conditions in China and the United States that drew thousands of Chinese across the ocean to America in the 19th Century.

OBJECTIVE 4 — Given selected materials, the student will recognize the Indochinese refugees as individuals and groups who left their homelands to settle in America in order to escape expulsion or persecution that results from political changes.

MODULE 2

OBJECTIVE 2 — Given selected readings the student will analyze the wartime evacuation of Japanese Americans.

OBJECTIVE 5 — On request, the student will relate the mixed reactions Americans gave to the Indochinese refugees as they started settling in the United States.

MODULE 3

OBJECTIVE 2 — On request, the student will differentiate between the cultures of the Chinese and mainstreamed Americans in the 1800's.

OBJECTIVE 3 — Given a selected reading, the student will demonstrate a basic understanding of the current Japanese family and community in the United States.

MODULE 4

OBJECTIVE 5 — On request, the student will relate why the early Filipino could not establish highly cohesive communities in the United States.

OBJECTIVE 7 — Given selected readings, the student will interpret the reasons why some Indochinese resented the emphasis on assimilation in the refugee camps.

MODULE 5

OBJECTIVE 4 — On request, the student will question why whites on the West Coast halted the Chinese labor movement and then encouraged the development of Japanese laborers.

OBJECTIVE 6 — The student will demonstrate a basic understanding of the anti-Asian movement led by organized labor and patriotic organizations such as the A.F. of L. and the Native Sons of the Golden West.

MODULE 6

OBJECTIVE 2 — The student will recognize the Japanese Americans' success in many fields of endeavor on the West Coast and Omaha.

OBJECTIVE 5 — Given selected readings, the student will recognize the contributions by Filipino and Indochinese Americans to the United States.

MODULE 7

OBJECTIVE 1 — On request, the student will analyze the process by which the Chinese American acquired the cultural traits of mainstream America.

OBJECTIVE 5 — Given selected readings, the student will assess the success of Indochinese refugee camps in the United States.

I would now like to present a few of the strategies and research topics used to achieve the course objectives:

CHINATOWN — Chinatowns are a well-known feature of large American cities. However, Omaha also once had a "Chinatown," though modest in size. Have students do documentary research on its history, make-up, activities, and personnel. Draw a map of where it was. Consider what elements of this ethnic community as a "town" still remain. Compare this with Chinatowns of other American cities.

THE JAPANESE COMMUNITY IN NEBRASKA'S PANHANDLE It may come as a surprise to some, but there was (and still is) a Japanese American community in Nebraska's panhandle. Do a historical study of it, examining its origins, composition, activities and present-day status. One of its most nationally famous members was Ben Kuroki of Hershey. Why is (or was) he well known? What were the patterns of assimilation of this group?

On request, the student will construct a data retrieval chart on Asian American immigrants using the following information:

1. Using information from objectives 1, 2 and 3 complete the data retrieval chart listed in task #2.
2. Table 12-1. Data retrieval chart on Asian-American immigrants.

	Chinese immigrants	Japanese immigrants	Filipino immigrants
Economic situation in homeland when immigration began			
Political situation in homeland when immigration began			
Social conditions in homeland when immigration began			
Labor needs on U.S. mainland when immigration began			

Compare the experiences in the United States found between second and third generation Chinese or Japanese and the recently arrived Indochinese refugees.

Interview a Filipino American on the processes they went through in adjusting to American life. (ex. Mrs. Myrna Lierz-Benson teacher)

Pretend you are a Chinese laborer working on the transcontinental railroad and write a diary of your experiences. (two weeks)

At the conclusion of modules 1, 3, 5, 7 the following small group discussion questions are assigned:

MODULE 1 In a group of no less than three, discuss and record in writing the overall reasons why Asian Americans have immigrated to the United States. The reasons for each group should be compared and contrasted. (objectives 1-7)

MODULE 3 In a group of no less than three, discuss and record in writing the contrasting cultures examined in Mod 3. Family, religion, language and values should be included in your discussion. (objectives 1-8)

MODULE 5 In a group of three or more, discuss and record how each Asian group fared in the job market on its arrival in the U.S. Include in your discussion specific examples and a determination as to which group fared the best. (objectives 1 - 7)

MODULE 7 In a group of no less than three, discuss and record in writing the various ways in which Asian Americans have assimilated into America's mainstream. Specific successes and failures should be included in your discussions. (objectives 1-6)

The following goals guide instruction in the Individualized Asian American Studies Course:

GOAL 1 To help students appreciate the historical perspective of Asians on the American continent.

GOAL 2 To help students in today's America understand the Asians' role and difficulties in American History and how they have contributed to our culture and institutions.

GOAL 3 To explain the components of the Asians' experience and life.

GOAL 4 To show that the Asians' part in our history must be seen in the context of a larger picture of American growth and problems.

GOAL 5 To help deepen the student's understanding of the social sciences.

The recording of materials used in the course include the title, author, objective numbers, publisher, copyright and media. Some resource material is found in a study guide that accompanies the module book for the course. Test questions are written to include each module and objective. Test questions vary in nature and difficulty throughout the course.

After the students have completed Ethnic Studies, they may enroll in Advanced Ethnic Studies. To fulfill the requirements of this course, they may select to spend a semester on any of the following four courses in the program: African American History, Chicano Studies, American Indian Studies or Asian American Studies.

It is my hope that students completing this course of study will travel throughout the world armed with knowledge that will help them better understand the historical and contemporary developments of the Pacific Rim in America.

ASIAN AMERICAN STUDIES RESOURCE LIST

AUTHOR	TITLE	DATE	MEDIA	MOD'S	PUBLISHER
Banks, James	Teaching Strategies for Ethnic Studies	1984	Book	1-7	Allyn & Bacon, Inc.
Kitano, Harry H.L.	Japanese Americans	1976	Book	1-7	Prentice-Hall, Inc.
Morse, John	Multicultural Study Guide	1986	Booklet	7	Compiled by OPS
Chiu, Daniel & Chiu, Samuel	Passage to the Golden Gate	1967	Book	1-7	Doubleday & Co., Inc.
Hsu, Francis L.K.	The Challenge of the American Dream	1971	Book	1-7	Wadsworth Publishing
C.B.S.	"Montagnards"	1986	TV Tape	1	West "57"
Suzuki, Peter T.	The Japanese American Elderly: A State of the Art Paper	1981	Booklet	1-7	U.N.O.
Wright, Mary B. & Melendy, H. Brett	"Indochina" "Filipino" Harvard Encyclopedia of American Ethnic Groups	1980	Book	2-7	Harvard Univ. Press
Suzuki, Peter T.	Teaching Strategies Asia Americans	1985	Handout	1-6	U.N.O.
O.P.S.	Ethnic Studies Project	1983	Booklet	6	Booklet
Suzuki, Peter T.	Asian, Americans	1985	Booklet	6	V.H.S. Tape
Davis, Wm. A.	Oriental Ties Strong in San Francisco	1986	Newspaper	6	Omaha World Herald
Washington Post	Asians Show Ticket to Success	1985	Newspaper	4	Omaha World Herald
O.P.S. Project	Oriental American	1975	Booklet	2,4-7	O.P.S.
Audio Text	Guilt by Reason of Race	1975	Tape	2	Center for Casette Studies, Inc.
McGowan, Joe Jr.	Massacre Memories	1986	Newspaper	2	Omaha World Herald
Skinner, Kenneth A.	Journal of Ethnic Studies	1979	Book	4	Western Washington U.
Skinner, Kenneth A.	"The Shaping of Ethnic Self-Identity Among Indochinese Refugees"	1979	Book	4	Western Washington U.

EDUCATIONAL BACKGROUND: JOHN B. MORSE

B.S. in Education, 1957
Master of Science in Education, 1975 (American History - Multicultural Studies)

ACTIVITIES AND ACHIEVEMENTS

1958-91 Member of N.E.A., O.E.A., N.S.E.A., Nebraska State Council for Social Studies and National Council for the Social Studies.
1966- Coached Nebraska State Champion Baseball team at Tech High School.
1975- Wrote teachers manual for integrating Black History into the American History textbook for the Omaha Public Schools.
1978-84 Served as a Miss Nebraska Pageant Ambassador and was chosen as the outstanding local pageant director for the State of Nebraska in 1981. Director of Miss Tech Pageant.
1975-91 Nebraska State Boys/Girls Track Meet official.
1971-84 Sponsored and raised funds for Tech Cultural Study Clubs educational trips to 10 cities and 18 colleges all over U.S.
1960-88 Served as cooperating teacher for 30 student teachers that are teaching all over the U.S. and Africa.
1967-88 Taught summer Driver Education to over 700 students.
1970-86 Wrote complete individualized courses in Ethnic Studies, African American Studies, American Indian Studies, Asian American Studies, and served as format advisor for Chicano Studies used in Omaha Public Schools.
1976-89 Made numerous presentations to community, college and teacher workshops.
1980-87 Member of Student/Parent O.P.S. Indian Education Committee.
1980- Omaha Education Association's Human Relations "Teacher of the Year" Award.
1981- Inducted into Benson High School Hall of Fame.
1982- Selected as one of four teachers in Omaha to be on a federal writing team to produce a teachers' manual for Ethnic Studies in the Omaha Public Schools.
1982-86 Wrote two articles that appeared in Nebraska State Council for Social Studies publications.
1983- Completed Indian Cultural Curriculum Development Workshop for Indian Educators (Oklahoma U.) in Oklahoma City, sponsored by a grant from the O.P.S. Office of Indian Education.
1983- Received fellowship form the Newberry Library of Chicago Indian Center for the study of American Indian history.
1983-85 Member of Omaha Public Schools Multicultural Education Advisory Committee.
1984- Received fellowship for the Independent Study in the Humanities at the Newberry Library funded by the National Endowment for the Humanities in Washington, D.C.
1985-87 Omaha Education Association Chairman of Professional and Community Human Relations Committee.
1985- Completed Advanced Indian Cultural Curriculum Development Workshop for Indian Educators in Seattle sponsored by O.P.S. Instruction Dept.
1986- Nebraska Cooper Foundation Award for Excellence in Teaching.
1988- Included in "Who's Who in American Education," The National Reference Press.
1988- Selected as presenter of Asian American Studies Course at First International Conference of "Pacific Rim" in Vancouver, B.C., U. of B.C.
1988- Selected NEH Seminar, Texas S.U., Houston.
1989-90 Selected by Council for Basic Education to serve on planning and screening panels for N.E.H. fellowships in Washington, D.C.
1989- Benson High Booster Club "Teacher of the Year" award.
1989- Selected "Paul Beck Outstanding Social Studies Educator" by Nebraska State Council for the Social Studies.
1989- Selected to serve on Steering Committee for the National Network of Council for Basic Education Fellows in Washington, D.C. (14 out of 1200)
1990- Selected by the Woodrow Wilson National Fellowship Foundation to participate in American History Institute at Princeton U.
1992- Human Relations Instructor at University of Nebraska at Omaha
1990- Selected by National Council for the Social Studies to present multiculture program at annual meeting held in Anaheim, California.
1990- Included in the 14th edition of Men of Achievement, published throughout the world from Cambridge, England.
1991- Selected by Peter Kiewit Foundation as winner of Teacher Achievement Award.
1991- Selected by International Cultural Society of Korea to attend all-expense paid workshop in Seoul, Korea.

I am presently teaching Ethnic Studies, Advanced Ethnic Studies (African American Studies, Chicano Studies, American Indian Studies, Asian American Studies), and American History at Benson High School.
Sponsor: National Honor Society Tutorial Program and English as a Second Language Club (E.S.L.).